

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. RESULT OF THE RESEARCH

1. Cycle I

This research was conducted on Thursday and Sunday, August 19 and 22, 2010. Before doing the first cycle, the researcher gave test in order to know the students' speaking ability in procedure text, she gave oral test to them and the result of the test was not satisfied yet, because the average score of the test only 4.3, whereas the standard score (KKM) was 6. So, the researcher decided to use realia to solve the problem. In this activity, the researcher became a teacher. The students were enthusiastic in following the treatment, the researcher told students that she would use realia to teach speaking procedure text. This research was classroom action research there were four steps; planning, acting, observing and reflecting. The activities were:

a. Planning

- 1) The researcher made lesson plan as guiding to teach students in the first cycle.
- 2) The researcher made observation guide to observe the students during teaching learning process.
- 3) The researcher prepared the instruments test to check students understanding.
- 4) The researcher made students name card in order to make easy when she and the teacher observed the students.
- 5) The researcher prepared several media to teach procedure how to light a candle like 11 candles, matches and candle holder.

b. Acting

In this step, the researcher applied realia to teach speaking procedure text. Teacher started by greeting the students. All of students were interest with her. Then she introduced her self to the students. Some of students gave some questions to her about herself. After introducing herself, she checked attendance list to know there were students who absent or no. She called students' name one by one, there were two students that did not enter classroom yet, they were Alif Nurdiana and Dwi Ariyanti, they did not enter the classroom yet, because they were from bathroom. But some minutes after teacher checked attendance list, they came into classroom. After that, teacher gave building knowledge to students by asking all of students how to light a candle. Some of students answered by using Indonesian language and some of them used English language. Then, teacher complete students' answee and then modeled the pronuniation of the materials by showing the material, for example: the teacher said "candle" then she showed a candle until the last material. The students were very interest with it. Then, students tried to pronounce the material like the teacher. After that, teacher elicited the procedure how to lighth a candle from students. In this activity students more active than before, they tried to answer by using their language. There were many students who answered the question, so the teacher decided to discuss together about the procedure how to light a candle by demonstrating using realia. They discussed the procedure text by using realia like candle, macthes and candle holder. The students gave their big attention to the teacher when she demonstrated the procedure using realia. Then, students tried to practice the procedure by making some groups, each group consists of four students. Before students practice, the teacher contributed the materials like candle, matches and candle holder to each group then the students strated to practice. when students worked in groups, she also observed the students. Actually all of students were active in this activity but there were four students who did not join fully in this activity, there were Fatihah Ivrayani, Iin Nadhiroh, Nur Nikmatius Sa'adah and Yuli Diahningrum. Most of them were include closemouthed students. The teacher tried to invite them to use realia but they did not give respon. So the teacher asked to their friends to invite them join to this activity. To make students

more understanding with the procedure how to light a candle, the teacher gave them some questions. She gave students for about 10 minutes to finish the assignment. After that, they discussed the students answers together. There were some students that can answer perfectly, they were Siti Masyitoh, Trining Tias, and Tutik Nischa. For the last activity was students explained the procedure how to light a candle individually.

c. Observing

In observation step, the researcher and teacher observed the events that happened during teaching learning process. We observed the activity by using observation guide. It was used to find out to what extent the action result reached the objective. The steps were as follow:

- 1) The English teacher observed the attention of students in the classroom during teaching learning process. All of students gave their attention to the teacher because it was first time she taught them but there were two students who did not enter the classroom yet.
- 2) The English teacher observed students' activeness and enthusiasm in the classroom. There were 10 students who passive in the classroom. They looked very uninterested but after the researcher shown the real object they started to follow the activity.
- 3) The English teacher monitored the students work in a group. Most of them were enjoying the activity, they used realia by turns.
- 4) The English teacher observed the students ability on using realia. She looked students can use realia as good as possible, but there were 3 students have difficult to use it, they afraid to light a match. Then she asked the other students to demonstrate and they gave the step orally.
- 5) The English teacher observed the students ability on mentioning the name of realia. All of students can mention the name of realia.

- 6) The English teacher observed students ability to explain the procedure text. In this cycle just four students who can explain it well. There were four students who need more help to finish their procedure.

d. Reflecting

For the reflection on the activity during cycle 1, the researcher and the teacher noted that there were some problems should be solved in the next cycle, the problems were as follow:

- 1) Before teacher started the activity, class should be conducive during teaching learning process It found some students shouted making noise. And 2 students did not enter the classroom yet.
- 2) When the activity in progress, it found that ten students were passive, they were not fully joining the discussion or the speaking activity, although they were separated into groups. It was then the duty of the teacher to give some more attention and motivation toward the students in order to make them interest to join the activity. This can be done by calling one of them, and asking them to practice the procedure text.
- 3) There were four students that could not explain the procedure text, they needed the teachers' help o finish their work in front of classroom.
- 4) Time management was a very crucial factor in teaching learning process, to make students understanding and fluently in speaking procedure text, the teacher needed a longer time, so teacher should try to manage and provide time perfectly.

2. Cycle II

The second cycle was conducted on Monday and Wednesday, August 23 and 25, 2010. In this cycle the researcher tried to handle weakness in the first cycle. The teacher gave new procedure text that was how to wash your hands, but she still used realia to teach it. There steps were as follow:

a. Planning

- 1) The researcher made lesson plan as guiding to teach students in the second cycle.
- 2) The researcher made observation guide to observe the students during teaching learning process.
- 3) The researcher prepared the instruments test to check students understanding.
- 4) The researcher made students' name card in order to make easy when she observed the students.
- 5) The researcher prepared several media to teach procedure how to wash your hands like soap, water faucet, and towel.

b. Acting

In this cycle teacher started by greeting the students then checked students attendance list. After that, teacher asked students procedure text in the previous meeting. Most of them still remember the procedure how to lighth a candle. Than the teacher gave them new example of procedure text. Teacher showed the media which are used to wash my hands, like soap, towel and water faucet. The teacher did not use real water faucet but she just used or brought water faucet that there were no the water. She just imagine that water faucet can took water outside. Then students mentioned the media, but there were many students mentioned using Indonesian language. Then teacher asked students to find the word in English language. Teacher explained the steps by demonstrating how to wash my hands using realia directly. Students repeated after the teacher continually until they can

express the procedure text as good as possible. Then the teacher chosen one of students to come forward and practiced how to wash my hands directly. Students explained the media and the steps together by demonstrating the procedure. After that, students worked in pairs and practiced the procedure how to wash my hands but in this cycle the teacher did not give the material to the students. The students just practiced their ability to speak. There were five students did not pay attention and passive in this activity, it was caused they did not use the material directly like in the first cycle. The teacher asked them to try explain using realia in front of classroom, they still passive. Thus, they were given assignment from the the teacher, they must answer some questions in 10 minutes. There were many students did not answer the questions perfectly, only one students that got good score, she was Tutik Nischa. Then, the teacher explained the steps ones more in order to make students understand. Then, students came forward and explained the procedure how to wash my hands individually. There were five students who explained the procedure better than other and six students have difficult to explain the procedure.

c. Observing

In observation step the researcher and the teacher also observed the events that happened during teaching learning process. We observed the activity by using observation guide, the steps were:

- 1) The English teacher observed the attention of students in the classroom during teaching learning process and all of students gave their attention to the teacher.
- 2) The English teacher observed students' activeness and enthusiasm in the classroom. There were 5 students who passive in the classroom. They looked very uninteresting because the researcher did not use the real object perfectly.

- 3) The English teacher monitored the students work in a group. Some students looked bored because there was not media that they can use to practice the procedure.
- 4) The English teacher observed the students ability on using realia. She looked students can use realia as good as possible, although they did not use real water faucet that take water out.
- 5) The English teacher observed the students ability on mentioning the name of realia. All of students can mention the name of realia.
- 6) The English teacher observed students ability to explain the procedure text. In this cycle just five students who can explain it well. There were six students who need more help to finish their procedure.

d. Reflecting

Generally, based on the activity in cycle 2, the result was significant enough. This involved teaching learning process, students' activeness and attention, students' ability in using realia. The reflection results were as follow:

- 1) Class was conducive enough, since some students were concentrated to join the activity. And they love to use realia.
- 2) In this cycle the researcher asked students to work in pairs and most of students were enjoying themselves to get engaged in the activity, but there were students did not active in this activity because the teacher did not give the real media to them. The teacher tried to invite them by give the real media to practice the procedure. Beside that, they seemed more active expressing their opinions although in Indonesian language. This can be shown when she asked students' opinions about the procedure. And even for student who was less active in joining the activity in the first cycle, she was now brave enough to speak although with her friend.

- 3) Some students that can't explain in the first cycle, in this cycle they can explain it better. But, the researcher found six students that have difficulty when they explaining the procedure text.
- 4) Teacher had provided enough time; this can be shown that most of students come forward to practice the procedure text.

3. Cycle III

The third cycle was conducted on Thursday and Sunday, August 26 and 29, 2010. The researcher gave new procedure text to the students. She gave procedure how to sharpen a pencil. The steps were:

a. Planning

- 1) The researcher made lesson plan as guiding to teach students in the third cycle.
- 2) The researcher made observation guide to observe the students during teaching learning process.
- 3) The researcher prepared the instruments test to check students understanding.
- 4) The researcher made students' name card in order to make easy when she observed the students.
- 5) The researcher prepared the material that needed to teach procedure text, there were: 45 pencils and sharpeners.

b. Acting

Firstly, teacher greeted students as usual then checked students attendance, there were no students who absent. She continued the activity by asking them the procedure text in the previous meeting. Some students still remember it. Then the teacher give new material that was the procedure of sharpening a pencil. Teacher elicited the media which are used to sharpen a pencil from students. All of students gave their opinion to because the materials were very simple. After that teacher modeled the pronunciation of the media by showing the media, for example: she said "pencil", she also showed a pencil, she said sharpener, she also showed

sharpener. The students very interested in it even she did not pronounce yet, the students have mentioned the name before her. To make sure their pronunciation, they repeated after her to mention the media. Then she distributed the media (a pencil and sharpener) to each table. The students were looked very happy because they were given a pencil and sharpener by her. Then she invited students to demonstrate the procedure of sharpening a pencil by using realia together. Some students were confuse, they just sharpen a pencil without give the step orally. Then she explained the steps by demonstrating how to sharpen a pencil one by one directly and students repeated after her. After that some students came forward and practiced how to sharpen a pencil directly, they were Alfi Khasanah and Arika Falatif. Then students explained the media and the steps together by demonstrating the procedure orally. Students worked in pairs and practiced the procedure how to sharpen a pencil with their pairs. Most of them were active to practice the procedure because they have the material so it make them easy to express their ability. After that they done the assignments from the teacher about the procedure how to sharpen a pencil. Usually she gave them for about 10 minutes to finish the assignment, but in this cycle they just need for about 5 minutes and most of their answer were right. So the teacher continued to take students score by asking them to explain the procedure orally in front of classroom individually. There were many students can explain it well.

c. Observing

In observation step, the researcher and the teacher observed the events that happened during teaching learning process. We observed the activity by using observation guide. The steps were as follow:

- 1) The English teacher observed the attention of students in the classroom during teaching learning process and all of students gave their attention to the teacher. Even less the researcher gave them a pencil and sharpener to practice the procedure text.

- 2) The English teacher observed students' activeness and enthusiasm in the classroom. There were no students who passive in the classroom. They looked very interesting because the researcher gave them the real media to them.
- 3) The English teacher monitored the students work in a group. Most of students looked enjoy and happy doing their work in a group and also they can use realia.
- 4) The English teacher observed the students ability on using realia. She looked students can use realia as good as possible.
- 5) The English teacher observed the students ability on mentioning the name of realia. All of students can mention the name of realia.
- 6) The English teacher observed students ability to explain the procedure text. In this cycle most of students can explain the procedure better than last meeting.

d. Reflecting

In this cycle, the students' improvement on speaking procedure text was more significant. It could be seen from the average improvement score of the test. For the result reflections were as follow:

- 1) Class was more conducive, since students were fully concentrated to join the activity. And they love to use realia.
- 2) In this cycle the researcher asked the students to work in pairs and she also gave them the media, it was make students were enjoying themselves to practice the procedure using that media. They seemed more active expressing their ability. And even for student who was less active in joining the activity in the first and second cycle, she was now brave enough to speak in front of the classroom.
- 3) There were no students that can't explain the procedure how to sharpen a pencil, all of students can explain the procedure as good as possible.
- 4) Teacher had provided enough time; this can be shown that most of students come forward to practice the procedure text. There was still provided a time to evaluate the activity that had just been done deeply.

Teacher and researcher concluded that students understood on speaking procedure text more after being given treatment using realia. It was seen by their enthusiastic in learning process, they were serious in paying attention when the researcher explained the material, some of students who asked question and responded questions were increased, they were love to use realia. The teacher and researcher decided to stop in this cycle, because they concluded that there was improvement since the first cycle until the third cycle.

B. DISCUSSION

After the researcher implementing realia in teaching speaking procedure text, the researcher got the data from each cycle. It was analyzed to get the improvement in every cycle, and then the researcher got the result of the classroom action research. The results were as follow:

1. The First Cycle

This research was done on Thursday and Sunday, August 19 and 22, 2010. Before doing the first cycle the researcher gave test to students. After conducting the test, the researcher gave score. There were 3 aspects which were scored by the researcher, the first is fluency, the second is pronunciation and the last is grammar. For each aspect the maximum score was 10. Then, after finding the result of the students' test score, the researcher went to analyze the score by using formula as follow:

Score = total score : 9

By using the formula of scoring above, the researcher had purpose to get the students' score. Example:

Student number 1=

Aspect to be assessed

a. Fluency : 18

- b. Pronunciation : 6
 c. Grammar : 12
 Score= 36: 9 = 4

The test result can be seen in the table below:

Table. 1

The result test before giving treatment

No.	Studnets' code	Fluency	Pronunciation	Grammar	Total Score
1.	A-1	18	6	12	4
2.	A-2	18	6	12	4
3.	A-3	18	6	6	3,3
4.	A-4	12	6	12	3,3
5.	A-5	18	6	12	4
6.	A-6	18	6	12	4
7.	A-7	18	6	12	4
8.	A-8	12	6	12	3,3
9.	A-9	12	6	12	3,3
10.	A-10	18	18	18	6
11.	A-11	18	18	18	6
12.	A-12	18	18	18	6
13.	A-13	18	18	18	6
14.	A-14	18	18	18	6
15.	A-15	18	18	18	6
16.	A-16	12	6	12	3,3
17.	A-17	12	6	12	3,3
18.	A-18	18	18	12	6

19.	A-19	12	6	12	3,3
20.	A-20	12	6	12	3,3
21.	A-21	18	18	18	6
22.	A-21	18	18	12	5,3
23.	A-23	18	12	12	4,6
24.	A-24	18	12	18	5,3
25.	A-25	12	6	6	2,6
26.	A-26	18	18	18	6
27.	A-27	12	6	6	2,6
28.	A-28	12	6	12	3,3
29.	A-29	18	18	18	6
30.	A-30	12	6	12	3,3
31.	A-31	18	18	12	5,3
32.	A-32	12	6	6	2,6
33.	A-33	12	6	6	2,6
34.	A-34	12	6	6	2,6
35.	A-35	18	12	12	4,6
36.	A-36	12	6	12	3,3
37.	A-37	12	6	12	3,3
38.	A-38	18	6	12	4
39.	A-39	12	6	12	3,3
40.	A-40	24	18	18	6,6
41.	A-41	12	6	12	3,3
42.	A-42	12	6	12	3,3
43.	A-43	18	12	12	4,6
44.	A-44	18	6	12	3,3

After calculating the students' score, the researcher calculated the average score to measure the improvement of students' score in every cycle. To know the mean of the students' score using this formula as follows:

$$\bar{X} = \frac{\sum x}{N}$$

Note: \bar{X} = The mean of score

x = The total of score

N = The sum of students number

The computation of the average of the score is as follow:

$$\bar{X} = \frac{189,4}{44} = 4,3$$

Mean = 4,3

From the data above, it showed that the average of the students score is 4,30. It means that the result was low. The teacher and researcher decided to use another technique to make students interested in the learning process in order to improve students' speaking procedure text. They agreed to use realia as teaching media to facilitate the teaching learning process.

In this first cycle, the researcher used some candles, matches, and candle holder as teaching media to teach speaking procedure text, and students were being enthusiastic because it was their first experience. The researcher explained about procedure how to light a candle. The students' were interested but they were still confused in arranging the steps. They needed much help from their teacher and the teacher suggested them to use dictionary. After that, the researcher asked students to practice the procedure in front of the classroom. The test result of the first cycle can be seen in the table below.

Table. 2

The result test of the first cycle

No.	Studnets' code	Fluency	Pronunciation	Grammar	Total Score
1.	A-1	18	12	18	5,3

2.	A-2	12	12	18	4,6
3.	A-3	6	12	18	4
4.	A-4	18	12	18	5,3
5.	A-5	6	6	18	3,3
6.	A-6	18	12	18	5,3
7.	A-7	18	18	18	6
8.	A-8	18	12	18	5,3
9.	A-9	12	12	18	5,3
10.	A-10	12	18	18	5,3
11.	A-11	6	12	12	3,3
12.	A-12	18	12	18	5,3
13.	A-13	18	12	18	5,3
14.	A-14	12	18	18	5,3
15.	A-15	18	18	18	6
16.	A-16	18	18	18	6
17.	A-17	12	6	18	4
18.	A-18	12	12	18	4,6
19.	A-19	18	6	18	3,3
20.	A-20	6	6	18	3,3
21.	A-21	12	6	18	5,3
22.	A-21	12	6	18	4
23.	A-23	12	6	18	4
24.	A-24	12	18	18	5,3
25.	A-25	12	6	18	4
26.	A-26	18	18	18	6
27.	A-27	12	6	18	4
28.	A-28	18	12	18	5,3
29.	A-29	12	6	18	4
30.	A-30	18	18	18	6
31.	A-31	12	6	18	4

32.	A-32	18	6	18	4
33.	A-33	18	12	18	5,3
34.	A-34	12	6	18	4
35.	A-35	18	12	18	5,3
36.	A-36	12	6	18	4
37.	A-37	12	6	18	4
38.	A-38	12	6	18	4
39.	A-39	18	12	18	5,3
40.	A-40	18	12	18	5,3
41.	A-41	12	6	18	4
42.	A-42	18	12	18	5,3
43.	A-43	18	12	18	5,3
44.	A-44	18	18	18	6

After that the researcher calculated the mean of score in the first cycle. To calculate the mean, the researcher used same formula with previous research. The result of the mean of the first cycle is:

$$\bar{X} = \frac{213,1}{44} = 4,9$$

Mean = 4,9

Based on the result above, the result of the mean was 4,9. It means that the mean score in the first cycle is better than the pre cycle, although the increasing was little. The researcher was unsatisfied because the whole of students got bad score. Besides that, the result of observation was also not so good, there were four students that did not give their attention to the teacher, however they did not understand what teacher teach.

From that table and mean score of students the researcher concluded that in this cycle there was improvement but it did not make the researcher satisfied, because this was the first time for the students used realia to learn speaking procedure text, it make them enjoy the media to much, they did not focus on the steps. It make them confused

when they asked by the teacher to explain the steps. Thus, in this cycle the improvement was not make the researcher satisfied, therefore she and the teacher continued to the next cycle.

2. The Second Cycle

The second cycle was conducted on Monday and Wednesday, August 23 and 25, 2010. In this cycle, the researcher used soap, towel, faucet and she focused on the students who got low score in the previous cycle. The result of the test in the second cycle as follow:

Table. 3

The result test of the second cycle

No.	Studnets' code	Fluency	Pronunciation	Grammar	Total Score
1.	A-1	24	12	18	6,6
2.	A-2	12	12	18	4,6
3.	A-3	18	18	18	6
4.	A-4	12	12	18	4,6
5.	A-5	18	12	18	5,3
6.	A-6	18	18	18	6
7.	A-7	18	18	18	6
8.	A-8	18	18	18	5,3
9.	A-9	12	12	18	4,6
10.	A-10	12	12	18	4,6
11.	A-11	12	12	18	4,6
12.	A-12	12	12	18	4,6
13.	A-13	18	18	18	6
14.	A-14	6	18	18	4,6
15.	A-15	12	18	18	5,3

16.	A-16	12	18	18	5,3
17.	A-17	18	18	18	6
18.	A-18	12	12	18	4,6
19.	A-19	6	12	18	4
20.	A-20	6	12	18	4
21.	A-21	12	12	18	4,6
22.	A-21	12	12	18	4,6
23.	A-23	12	12	18	4,6
24.	A-24	18	18	18	6
25.	A-25	12	12	18	4,6
26.	A-26	18	12	18	5,3
27.	A-27	18	18	18	6
28.	A-28	18	12	18	5,3
29.	A-29	18	18	18	6
30.	A-30	18	18	18	6
31.	A-31	12	12	18	4,6
32.	A-32	12	12	18	4,6
33.	A-33	18	18	24	6,6
34.	A-34	12	12	18	4,6
35.	A-35	18	18	18	6
36.	A-36	12	12	18	4,6
37.	A-37	12	12	18	4,6
38.	A-38	12	12	18	4,6
39.	A-39	12	12	18	4,6
40.	A-40	18	18	18	6
41.	A-41	18	12	18	5,3
42.	A-42	12	18	18	5,3
43.	A-43	12	18	18	5,3
44.	A-44	18	18	18	6

After that the researcher calculated the mean of score in the first cycle. To calculate the mean, the researcher used same formula with previous research. The result of the mean of the first cycle is:

$$\bar{X} = \frac{228,3}{44} = 5,2$$

Mean = 5,2

The result above showed us that the average of students test in the second cycle was 5,2. The result of the second cycle was better than the previous one. It means that there were improvements for the students, but it was not reach the standard score of English lesson. The result of observation guide also shown that there were six students did not give their attention to the teacher, it caused by the teacher who did not use real media, in this case was water faucet, the teacher just brought it and imagine to use it. Therefore some students were not interest with it. The researcher still unsatisfied with students' score, so she continued to the next cycle.

3. The Third Cycle

The third cycle was conducted on Thursday and Sunday, August 26 and 29, 2010. After second treatment, students showed their improvement, although it was not significant. In this cycle, the researcher used 45 pencils and sharpeners and she tried to handle the weakness in the second cycle. The researcher reviewed previous lesson, she concluded that there was significant improvement of students' understanding on speaking procedure text. The result of the test in this cycle as follow:

Table. 4

The result test of the third cycle

No.	Students' code	Fluency	Pronunciation	Grammar	Total Score
1.	A-1	24	18	24	7,3
2.	A-2	24	12	24	6
3.	A-3	24	24	24	8

4.	A-4	18	12	24	6
5.	A-5	18	12	24	6
6.	A-6	24	24	24	8
7.	A-7	24	18	24	7,3
8.	A-8	24	24	24	8
9.	A-9	18	12	24	6
10.	A-10	12	18	24	7,3
11.	A-11	24	18	24	7,3
12.	A-12	18	18	18	6
13.	A-13	24	24	18	7,3
14.	A-14	24	18	18	6,6
15.	A-15	18	18	24	6,6
16.	A-16	18	18	18	6
17.	A-17	24	18	24	7,3
18.	A-18	18	12	24	6
19.	A-19	18	18	24	6,6
20.	A-20	18	12	24	6
21.	A-21	24	12	24	6,6
22.	A-21	24	18	24	7,3
23.	A-23	12	18	24	6
24.	A-24	24	18	18	6,6
25.	A-25	18	12	24	6
26.	A-26	24	18	24	7,3
27.	A-27	24	18	24	7,3
28.	A-28	24	18	18	6,6
29.	A-29	24	24	24	8
30.	A-30	18	18	24	6,6
31.	A-31	18	18	18	6
32.	A-32	24	18	24	7,3
33.	A-33	24	24	24	8

34.	A-34	18	12	24	6
35.	A-35	18	18	24	7,3
36.	A-36	18	12	24	6
37.	A-37	18	24	18	6,6
38.	A-38	12	18	24	6
39.	A-39	24	18	18	5,3
40.	A-40	24	24	24	8
41.	A-41	24	18	24	7,3
42.	A-42	18	18	24	7,3
43.	A-43	24	18	24	7,3
44.	A-44	24	18	18	7,3

After that the researcher calculated the mean of score in the first cycle. To calculate the mean, the researcher used same formula with previous research. The result of the mean of the third cycle was:

$$\bar{X} = \frac{300,9}{44} = 6,8$$

Mean = 6,8

Thus, mean or average score of the students in third cycle was 6,8. It means the students score in this cycle is better than two cycles before. There were no students got score under 6. The whole students were reached the standart of score (KKM), from observation guide also there were many students were looked enjoy and happy using realia. So the researcher and the teacher decided to stop in this cycle. Here the result of test from pre cycle until the last cycle, from this table we can see there was improvement on students speaking ability score.

Table. 5

Result test from pre cycle until third cycle

No.	Students' code	Total Score Before Giving	Total Score Cycle 1	Total Score Cycle 2	Total Score Cycle 3

		Treatment			
1.	A-1	4	5,3	6,6	7,3
2.	A-2	4	4,6	4,6	6
3.	A-3	3,3	4	6	8
4.	A-4	3,3	5,3	4,6	6
5.	A-5	4	3,3	5,3	6
6.	A-6	4	5,3	6	8
7.	A-7	4	6	6	7,3
8.	A-8	3,3	5,3	5,3	8
9.	A-9	3,3	5,3	4,6	6
10.	A-10	6	5,3	4,6	7,3
11.	A-11	6	3,3	4,6	7,3
12.	A-12	6	5,3	4,6	6
13.	A-13	6	5,3	6	7,3
14.	A-14	6	5,3	4,6	6,6
15.	A-15	6	6	5,3	6,6
16.	A-16	3,3	6	5,3	6
17.	A-17	3,3	4	6	7,3
18.	A-18	6	4,6	4,6	6
19.	A-19	3,3	3,3	4	6,6
20.	A-20	3,3	3,3	4	6
21.	A-21	6	5,3	4,6	6,6
22.	A-21	5,3	4	4,6	7,3
23.	A-23	4,6	4	4,6	6
24.	A-24	5,3	5,3	6	6,6
25.	A-25	2,6	4	4,6	6
26.	A-26	6	6	5,3	7,3
27.	A-27	2,6	4	6	7,3
28.	A-28	3,3	5,3	5,3	6,6
29.	A-29	6	4	6	8

30.	A-30	3,3	6	6	6,6
31.	A-31	5,3	4	4,6	6
32.	A-32	2,6	4	4,6	7,3
33.	A-33	2,6	5,3	6,6	8
34.	A-34	2,6	4	4,6	6
35.	A-35	4,6	5,3	6	7,3
36.	A-36	3,3	4	4,6	6
37.	A-37	3,3	4	4,6	6,6
38.	A-38	4	4	4,6	6
39.	A-39	3,3	5,3	4,6	5,3
40.	A-40	6,6	5,3	6	8
41.	A-41	3,3	4	5,3	7,3
42.	A-42	3,3	5,3	5,3	7,3
43.	A-43	4,6	5,3	5,3	7,3
44.	A-44	3,3	6	6	7,3
Sum		189,4	213,1	228, 3	300,9
Mean/Average		4,3	4,9	5,2	6,8
Low score		2,6	3,3	4,6	6
High score		6,6	6	6,6	8

From tables above, the use of realia in teaching speaking procedure text could help students to understand the material and to make easier to express their ideas. So, this Classroom action research in the implementation of realia to improve students' speaking ability on procedure text at the ninth grade students of MTs. Mathalibul Huda Mlonggo Jepara in The Academic Year of 2010/2011 was success. It could be seen from the result of test in every cycle.